

New York State District Report Card Comprehensive Information Report

BEDS Code: 08-01-01-04-0000

Name: Afton Central School District

Superintendent: Elizabeth A. Briggs

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	15
Kindergarten	47	51	50
First	69	53	61
Second	51	66	38
Third	67	52	62
Fourth	70	64	52
Fifth	67	68	60
Sixth	64	63	59
Ungraded Elementary	0	0	0
Seventh	63	61	61
Eighth	58	60	68
Ninth	62	68	55
Tenth	38	47	58
Eleventh	42	33	42
Twelfth	50	43	34
Ungraded Secondary	0	0	0
Total K-12 Enrollment	748	729	700

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	1	0.1%	2	0.3%	5	0.7%
Black (Not Hispanic)	2	0.3%	3	0.4%	2	0.3%
Hispanic	2	0.3%	9	1.2%	5	0.7%
White (Not Hispanic)	743	99.3%	715	98.1%	688	98.3%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	16	17	17
Common Branch	19	19	18
English Grade 8	0	12	21
Mathematics Grade 8	18	19	21
Science Grade 8	18	20	0
Social Studies Grade 8	18	20	21
English Grade 10	34	21	18
Mathematics Grade 10	0	14	14
Science Grade 10	0	0	18
Social Studies Grade 10	37	16	0

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	235	31.4%	183	25.1%	247	35.3%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.8%		94.8%		94.5%
Student Suspensions	60	7.6%	68	9.1%	64	8.8%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	15.1%	15.1%	14.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	63
Total Other Professional Staff	11
Total Paraprofessionals	25
Teaching Out of Certification*	7
Teachers with Temporary Licenses	0

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	40	21	53%	35	26	74%	32	17	53%
Students with Disabilities	5	0	0%	2	0	0%	2	0	0%
All Students	45	21	47%	37	26	70%	34	17	50%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	18	9	0	1	2	4
Percent	53%	26%	0%	3%	6%	12%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
2	0	3	5

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		7	
	Entered GED Program*			0		1	
	Total Noncompleters			0		8	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	9	4.7%	0	0.0%	8	4.2%
	Entered GED Program*	0	0.0%	0	0.0%	1	0.5%
	Total Noncompleters	9	4.7%	0	0.0%	9	4.8%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		170	166
	Number of Students with Disabilities		14	22
	Number of All Students		184	188
	Percent of Enrollment		100%	100%
9-12	Number of General-Education Students		154	168
	Number of Students with Disabilities		37	21
	Number of All Students		191	189
	Percent of Enrollment		100%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	2	#	2	#	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	3	#	0	0%
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	0	0%	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	1	#	1	#
Science	1	#	0	0%	1	#
Reading	5	100%	0	0%	1	#
Writing	5	60%	0	0%	1	#
Global Studies	7	57%	1	#	0	0%
U.S. Hist & Gov't	3	#	1	#	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	32	31	40	2	1	5
Number Scoring 55–100	32	31	36	#	#	2
Number Scoring 65–100	22	23	33	#	#	2
Number Scoring 85–100	1	5	12	#	#	0
Percentage of Tested Scoring 55–100	100%	100%	90%	#	#	40%
Percentage of Tested Scoring 65–100	69%	74%	82%	#	#	40%
Percentage of Tested Scoring 85–100	3%	16%	30%	#	#	0%
Mathematics A						
Number Tested	17	40	53	0	0	2
Number Scoring 55–100	15	33	48	0	0	#
Number Scoring 65–100	12	29	43	0	0	#
Number Scoring 85–100	2	11	10	0	0	#
Percentage of Tested Scoring 55–100	88%	82%	91%	0%	0%	#
Percentage of Tested Scoring 65–100	71%	72%	81%	0%	0%	#
Percentage of Tested Scoring 85–100	12%	28%	19%	0%	0%	#
Mathematics B (first administered June 2001)						
Number Tested	0	3	25	0	0	1
Number Scoring 55–100	0	#	17	0	0	#
Number Scoring 65–100	0	#	8	0	0	#
Number Scoring 85–100	0	#	1	0	0	#
Percentage of Tested Scoring 55–100	0%	#	68%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	#	32%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	#	4%	0%	0%	#
Global History and Geography						
Number Tested	34	44	50	1	0	1
Number Scoring 55–100	34	44	49	#	0	#
Number Scoring 65–100	31	38	47	#	0	#
Number Scoring 85–100	13	4	22	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	0%	#
Percentage of Tested Scoring 65–100	91%	86%	94%	#	0%	#
Percentage of Tested Scoring 85–100	38%	9%	44%	#	0%	#
U.S. History and Government (first administered June 2001)						
Number Tested	37	36	42	6	0	5
Number Scoring 55–100	33	35	39	3	0	2
Number Scoring 65–100	29	34	36	1	0	2
Number Scoring 85–100	19	12	14	0	0	1
Percentage of Tested Scoring 55–100	89%	97%	93%	50%	0%	40%
Percentage of Tested Scoring 65–100	78%	94%	86%	17%	0%	40%
Percentage of Tested Scoring 85–100	51%	33%	33%	0%	0%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	24	42	55	2	0	1
Number Scoring 55–100	22	41	54	#	0	#
Number Scoring 65–100	21	37	51	#	0	#
Number Scoring 85–100	2	9	20	#	0	#
Percentage of Tested Scoring 55–100	92%	98%	98%	#	0%	#
Percentage of Tested Scoring 65–100	88%	88%	93%	#	0%	#
Percentage of Tested Scoring 85–100	8%	21%	36%	#	0%	#
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	10	37	44	4	0	4
Number Scoring 55–100	9	35	38	#	0	#
Number Scoring 65–100	7	33	34	#	0	#
Number Scoring 85–100	3	18	10	#	0	#
Percentage of Tested Scoring 55–100	90%	95%	86%	#	0%	#
Percentage of Tested Scoring 65–100	70%	89%	77%	#	0%	#
Percentage of Tested Scoring 85–100	30%	49%	23%	#	0%	#
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		2	31		0	1
Number Scoring 55–100		#	30		0	#
Number Scoring 65–100		#	21		0	#
Number Scoring 85–100		#	1		0	#
Percentage of Tested Scoring 55–100		#	97%		0%	#
Percentage of Tested Scoring 65–100		#	68%		0%	#
Percentage of Tested Scoring 85–100		#	3%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	9	0	20	0	0	1
Number Scoring 55–100	9	0	19	0	0	#
Number Scoring 65–100	7	0	17	0	0	#
Number Scoring 85–100	2	0	5	0	0	#
Percentage of Tested Scoring 55–100	100%	0%	95%	0%	0%	#
Percentage of Tested Scoring 65–100	78%	0%	85%	0%	0%	#
Percentage of Tested Scoring 85–100	22%	0%	25%	0%	0%	#
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	17	0	18	1	0	0
Number Scoring 55–100	17	0	18	#	0	0
Number Scoring 65–100	17	0	17	#	0	0
Number Scoring 85–100	6	0	9	#	0	0
Percentage of Tested Scoring 55–100	100%	0%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	0%	94%	#	0%	0%
Percentage of Tested Scoring 85–100	35%	0%	50%	#	0%	0%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	6	2	0	0	0	0
Number Scoring 55–100	6	#	0	0	0	0
Number Scoring 65–100	5	#	0	0	0	0
Number Scoring 85–100	1	#	0	0	0	0
Percentage of Tested Scoring 55–100	100%	#	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	83%	#	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	17%	#	0%	0%	0%	0%
Sequential Mathematics, Course III						
Number Tested	11	0	0	0	0	0
Number Scoring 55–100	10	0	0	0	0	0
Number Scoring 65–100	10	0	0	0	0	0
Number Scoring 85–100	4	0	0	0	0	0
Percentage of Tested Scoring 55–100	91%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	91%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	0%	0%	0%	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	10	100%	0	0%	3	#
Students with Disabilities	0	0%	0	0%	1	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	60	#	#	#	#
	Students with Disabilities	2	#	#	#	#
	All Students	62	13%	21%	55%	11%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	59	0%	20%	63%	17%
	Students with Disabilities	5	40%	20%	40%	0%
	All Students	64	3%	20%	61%	16%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	31	31	31	3	3	3	34	34	34
Number Scoring 55–64	#	#	#	#	#	#	0	3	1
Number Scoring 65–84	#	#	#	#	#	#	15	17	19
Number Scoring 85–100	#	#	#	#	#	#	12	8	6
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)